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# Connecticut College for Women

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## PRELIMINARY ANNOUNCEMENT


*Foundation, Organization, Site, and Plans*



NEW LONDON, CT.  
CONNECTICUT COLLEGE FOR WOMEN

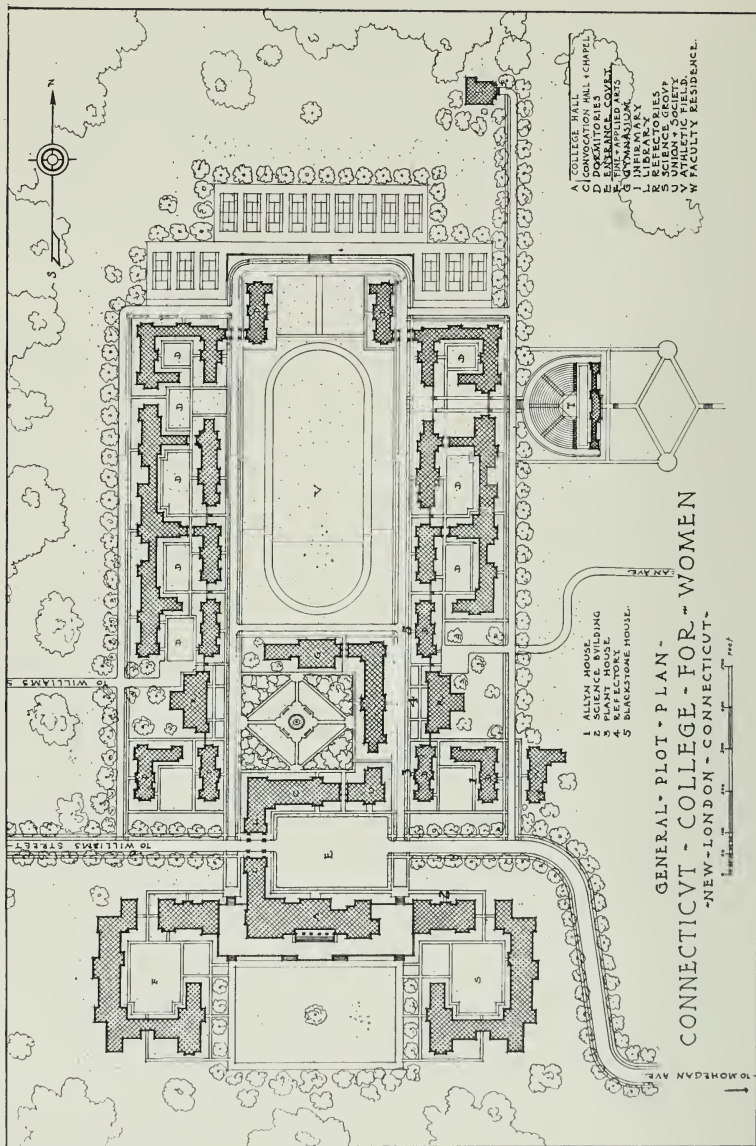
1914





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# STUDY OF THE PLOT PLAN OF CONNECTICUT COLLEGE BUILDINGS

Buildings in the initial group authorized for construction are marked 1, 2, 3, 4, 5.

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# CONNECTICUT COLLEGE

## FOR WOMEN

PRELIMINARY ANNOUNCEMENT

Foundation, Organization, Site, and Plans

NEW LONDON, CT.

1914



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- ELIZABETH C. WRIGHT, B.A., *Secretary and Registrar*  
NEW LONDON, CONN.
- HENRY P. WRIGHT, Ph.D., LL.D.  
DEAN OF YALE COLLEGE, EMERITUS. NEW HAVEN, CONN.

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\*Died August 7, 1913.

## STANDING COMMITTEES OF THE TRUSTEES

The CHAIRMAN OF THE BOARD and the PRESIDENT OF THE COLLEGE are *ex-officio* members of all standing committees.

The Chairman of each committee is named first; other names are arranged alphabetically.

*Executive and Finance*

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*Publications*

	F. VALENTINE CHAPPELL	
WILLIAM H. REEVES	ELIZABETH C. WRIGHT	

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\*Died August 7, 1913.



# Connecticut College for Women

## THE FOUNDATION

CONNECTICUT COLLEGE FOR WOMEN owes its foundation to the wish and purpose of people of Connecticut to provide within the State adequate facilities for the higher education of women. The way had been made ready for its establishment by the universal spread of higher education among women that marks the last half-century of civilization. The women of Connecticut in large and increasing numbers had used the scanty facilities of the State and the more ample provisions offered by colleges for women outside the State: at the present time, for instance, three hundred and fifty young women of Connecticut are registered in five colleges for women in adjacent states. Such, however, has been the growth of women students in the United States (an increase from 20,874 in 1889-90 to 72,703 in 1911-12) that existing institutions have been unable to provide adequately for them; congestion in some colleges, limitation of admissions in others, attest the inadequacy of existing facilities. The demand for new forms of training, consequent on the entrance of women on professional and technical pursuits, has created new problems of instruction and equipment not yet solved by existing institutions. When the only college in the State admitting women determined to exclude them, the situation became critical.

The first movement for the establishment of Connecticut College for Women was made by members of the College Club of Hartford, Connecticut, an organization of women graduates of many institutions of higher learning. In March, 1910, members of the Club made public certain proposals looking to the establishment of a college for women in Connecticut, and set about directing public interest and enlisting public support. Men and women of influence joined their cause. Within a few months offers of sites and money began to reach the committee in charge, expressive of public confidence in the project and the favor with which it was received throughout the State.

The town of Berlin, interested by the Emma Hart Willard Chapter, D. A. R., voted to give a site. Captain Charles H. Brown of Gales Ferry offered a hundred acres picturesquely situated on the east bank of the Thames. Mr. Oliver Gildersleeve, of Gildersleeve, offered a beautiful estate with a broad view of the Connecticut River, and a trust fund of \$20,000; his offer was accompanied with the promise of the co-operation of the Business Men's Association of Middletown. Meriden proposed an attractive sight overlooking Prospect Park. The citizens of Rockville offered several large and attractive sites, including a most picturesque one on Lake Snipsic. Waterford offered a hundred and thirty acres overlooking the Niantic River. West Hartford voted to appropriate \$25,000 to provide a building site in that town.

In New London, however, the project of the College was received with peculiar enthusiasm. The city had ancient and honorable associations with the history and commerce and culture of the State from Colonial times; it is beautifully situated on the Thames and the Sound and convenient of access, halfway between New York and Boston; its excellent high schools, the proximity of a great university, the annual boat race of Yale and Harvard by its shores;—such things suggested New London as a college town, and the founding of a college for women in the city had for long years been advocated privately. At the news of a proposed college, the citizens of New London of all degrees united with a fine ardor to make such generous provision for the College as would warrant the selection of New London as its home. The City Council voted \$50,000; the citizens, five thousand participating, subscribed \$136,000; Mrs. Harriet U. Allyn made a gift of forty-nine acres. The establishment of the College was thus assured. On January 14, 1911, the committee of organization unanimously chose New London as the site of the new College, which they provisionally called Thames College.

The granting of a charter from the Legislature of the State followed. On April 4, 1911, the General Assembly of the State of Connecticut authorized the foundation. The terms of the charter, expressed in the act of incorporation, are as follows:

*Resolved, by this Assembly:*

SEC. 1. That Oliver Gildersleeve of Gildersleeve, Frances S. Williams of Glastonbury, Mary C. Mitchell, Mary M. Partridge, and Edward L. Smith, of Hartford, Elizabeth C. Wright of West Hartford, Elizabeth C. B. Buell of Litchfield, Colin S. Buell, A. H. Chappell, and Bryan F. Mahan, of New London, H. H. Bridgman of Norfolk, and Edward D. Robbins of New Haven, and such other persons as they may associate with them, are hereby constituted a body corporate and politic forever, by the name of "Thames College;" the said college to be located in the city of New London and by that name it shall have perpetual succession, with power to contract, to sue and be sued and plead and be impleaded, to have and use a common seal, to hold and use any estate, real or personal, and the same to lease, sell, and convey.

SEC. 2. The sole and exclusive purpose of said corporation shall be to establish, organize, maintain, and conduct an institution for the higher education of women, and said corporation shall have all lawful powers for the execution of such purpose.

SEC. 3. The care, control, and disposition of the property and funds of said corporation and the general management of its affairs shall be vested in a board of trustees. Said corporation shall have power to adopt by-laws for the government of its affairs, which by-laws shall prescribe the number of the trustees, which shall not exceed twenty-four, their terms of office, and the manner of their election. By-laws may be adopted and repealed or amended by a two-thirds vote of all trustees at any meeting of the trustees duly held upon proper notice; provided, that the notice of such meeting shall set forth the terms of the action with regard to the by-laws to be taken at such meeting.

SEC. 4. Said corporation shall be organized by the action of the incorporators in adopting by-laws and electing a board of trustees, any of whom may be chosen from among the incorporators. Meetings of the incorporators for the purpose of organization may be called by Colin S. Buell, Elizabeth C. Wright, and Edward D. Robbins, by written notice mailed to all the incorporators, stating the time and place of meeting.

SEC. 5. Said college shall have power, in accordance with its by-laws, to confer degrees and grant diplomas.

SEC. 6. The property of said corporation shall enjoy exemption from taxation, and all other privileges and exemptions now enjoyed by or hereafter granted to Yale University.

In July, the Legislature by resolution changed the name of the college from Thames College to Connecticut College for Women, and passed an act giving Connecticut College, in keeping with its public character, the right of eminent domain, which act, however, has since, by the courts of Connecticut, been declared unconstitutional.

Under the powers granted by the charter, the trustees have acquired by gift and by purchase all available land necessary

for the use of the College now and hereafter, making an estate at the present time of about three hundred and forty acres, beautifully situated in the north of New London by the river Thames. The estate includes the gift of forty-seven acres by Mrs. Allyn, of eighty acres from Mr. Frank L. Palmer, and of Bolleswood, thirteen acres, from Miss Anna Hempstead Branch.

Generous gifts of money from many quarters of the State have encouraged the trustees to make large plans for the College, with the assurance of practical support. In particular the College records with gratitude the benefactions of the Hon. Morton F. Plant, who has provided for general maintenance by a gift of an endowment of \$1,000,000 and for the housing of students by a building fund of \$100,000 for the erection of the Plant and Blackstone dormitories.

Under these favorable conditions, the Trustees in June, 1913, authorized the erection of an initial group of five buildings, adequate for the use of the College at the outset. The plans for these buildings are now nearing completion, and construction work will begin in the spring of 1914.

The official date has been set for the opening of the College in September, 1915.

## ORGANIZATION

### GENERAL STATEMENT

CONNECTICUT COLLEGE is founded as an institution for the higher education of women. It requires of its students, as prerequisite for admission, the preparation afforded by a regular, four-years course in any secondary school of good standing, together with health, character, and intellectual promise. It offers its students, in various curricula, the facilities for systematic and progressive training through four academic years, the successful completion of which is marked, in accordance with the curriculum chosen, by the first degree of Bachelor of Arts or Bachelor of Science.

Its scope of instruction is broadly conceived, to include the humanities, sciences and arts, which embody the significant experiences, organized knowledge, and higher activities of life. The program of studies of every student aims to bring that student into vital relation with this material; it includes as a fixed requirement the foundations of universal elements in a liberal education; the serious and progressive study of some important branch of knowledge, in a related group; the incidental elective studies that give variety and richness to the intellectual life. By the scope and choice of curriculum, the student will have the freedom and means for individual development according to her special aptitude, however directed, with a certain breadth of general training and intellectual outlook.

In incorporating in its scheme of instruction at the outset many branches of technical training, Connecticut College prepares the way for the establishment of the technical schools it will seek to provide for the professional training of women, in the fields of education, applied science, commerce, and the arts.

As a residence college, Connecticut College will offer its students and faculty conditions of living carefully studied for convenience and economy, in hygienic surroundings and a favorable environment of nature.



## REQUIREMENTS FOR ADMISSION

- I. Women are qualified to enter Connecticut College
- (A) Who have satisfactorily completed a four-years course of studies in a high school, manual-training high school, practical arts high school, commercial high school, or other type of secondary school, of approved standing, and
- (B) Who possess health, character, and purpose fitting them to pursue a college education to advantage.

II. The studies pursued preparatory to admission may be attested

1. By certificate of the College Entrance Examination Board, or the Entrance Examination Board of Connecticut College, or

2. By credentials of the Education Department of the State of New York, or

3. By certificate of the principal of any high school approved by the New England College Entrance Certificate Board.

III. This certification shall show that the candidate has satisfactorily completed at least 15 units, made up in subjects and values as indicated below. (The term *unit* is defined to mean *the credit given for the successful completion of a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.*)

## SUBJECTS AND CREDITS FOR CANDIDATES FOR ADMISSION

NOTE: Laboratory, studio, and shop subjects are valued at one-half the credit given recitation subjects for equal periods of time.

### LANGUAGES:

- English — 3 or 4 units
- Latin — 2, 3 or 4 units
- Greek — 2 or 3 units
- French — 2 or 3 units
- German — 2 or 3 units
- Italian — 1 or 2 units
- Spanish — 1 or 2 units

### HISTORY:

- Ancient — 1 unit
- Mediaeval and modern — 1 unit
- English — 1 unit
- American and civil government — 1 unit
- Industrial and commercial — 1 unit

### MATHEMATICS:

- Algebra — 1 or  $1\frac{1}{2}$  units
- Plane geometry — 1 unit
- Commercial arithmetic — 1 unit
- Solid geometry —  $\frac{1}{2}$  unit
- Plane trigonometry —  $\frac{1}{2}$  unit

SCIENCE:

Chemistry — 1 unit  
 Physics — 1 unit  
 Biology — 1 or 2 units  
 Geography — 1 unit

ARTS:

Household arts — 1 or 2 units  
 Music and harmony — 1 unit  
 Drawing and design — 1 or 2 units  
 Stenography, typewriting, and office practice —  $\frac{1}{2}$  unit

OBLIGATORY SUBJECTS

IV. In the 15 units required for admission the candidate shall present for credit towards admission

English — at least 3 units

Foreign language or languages (Latin, Greek, French, or German)— at least 3 units

Candidates who desire to enter upon a curriculum leading to the A. B. degree must present Latin, at least 3 units.

History — at least 1 unit

Mathematics or Science — at least 2 units

V. The candidate must present (on a form provided), in addition to the requirement of studies as here stated, a statement from the principal or other accredited officer of the school at which she has prepared, attesting the fitness of the candidate in character, health, and general promise, to pursue a college course to advantage.

All candidates admitted by certificate are admitted on probation.

The College reserves the right to restrict the number of students admitted according to its facilities for instruction. The maximum accommodation of its first dormitories for resident students at the opening of the College will be one hundred and twenty.

ADMISSION TO ADVANCED STANDING

VI. Students in other institutions for the higher education of women, as well as graduates of normal schools of good standing, who desire to enter Connecticut College with advanced standing, are advised to present an official detailed statement of their studies and academic status. Such students, when admitted, will receive a standing in Connecticut College determined by the extent to which their accomplished work has satisfied the requirements of studies in the curricula of the College. Students so admitted must complete at least one year's study in Connecticut College to qualify as candidates for degrees.

## PROGRAM OF STUDIES

### FOR THE DEGREES OF BACHELOR OF ARTS AND BACHELOR OF SCIENCE

The student's program of studies leading to the first degree of Bachelor of Arts or Bachelor of Science requires four years of work. Each program of studies includes:—

(A) A group of studies known as the **GENERAL GROUP**—a prescribed series of courses representing the general foundations of a liberal education;

(B) A second group of studies known as the **MAJOR GROUP**, offering the student opportunity for systematic and progressive study of one important subject with its related subjects;

(C) A third group of studies known as the **ELECTIVE GROUP**, affording the student opportunity to complete her program at her own election by courses chosen in accordance with her interest, needs, or prospective vocation.

#### A. THE GENERAL GROUP

This group is required of all students, and all students are advised, as far as possible, to complete this group in their first and second years.

English — two courses

Foreign languages — two courses

(This requirement is modified, if desired, provided the student has presented on admission at least four units of foreign language study.)

History — one course

Science — two courses chosen from Mathematics, Physics, Chemistry, Biology, Geography, Geology, or Psychology, of which one course must be a laboratory course

Social Science — one course

Hygiene and Physical training—one course. Physical training is required throughout all the years

#### B. THE MAJOR GROUP

This group is made up of (a) a Major Subject—that is, a single important subject in which sequent courses of study are offered by the College and pursued by the student during a period of at least three years, and (b) Related Courses, to include studies in other departments of instruction that furnish contributory material.

The choice of the major group is made by the student from all major groups offered, but the work in the major group elected is prescribed.



### C. THE ELECTIVE GROUP

This group includes various courses chosen at the option of the student, according to her interest and ability, in any department of the College, completing her program of studies.

Each of the foregoing groups occupies approximately one-third of the student's time.

Students who desire to engage in teaching after graduation are able to pursue courses in education helpful in their vocation as part of their program of studies, either in the Major Group or in the Elective Group.

### DEGREE OF BACHELOR OF ARTS OR BACHELOR OF SCIENCE

The curricula of all major groups in languages and literatures, history, mathematics, philosophy and psychology lead to the degree of BACHELOR OF ARTS. The majors in the physical or biological sciences, social sciences and commerce, dietetics and household science, fine and applied arts, music, and education lead to the degree of BACHELOR OF SCIENCE.

### GRADUATE CURRICULA

It is proposed to institute graduate curricula leading to the A. M. degree in 1918-19, concerning which information will be given in subsequent announcements.

### SPECIAL STUDENTS

Students of maturity and approved qualifications may be admitted to pursue courses of study in Connecticut College without reference to the curricula for degrees. Such students are subject to the same requirements for admission and proficiency as regular students.

## SUBJECTS OF INSTRUCTION

The following is intended to define the scope of instruction in Connecticut College. Subjects offered at the opening of the College will be described in the First Annual Announcement of 1915-16.

Subjects printed in capitals are major subjects in the curricula for degrees. (See PROGRAM OF STUDIES.)

## LITERATURES AND LANGUAGES

In all departments of languages and literatures there will be offered, in cooperation with the particular departments concerned, courses of interpretation of national civilizations, including philosophy, the arts, social life and government.

### ENGLISH.

Historical development of the English language. Old, middle and modern English. Comparative philology. Gothic.

History of English (including American) literature in all periods. Interpretation of special works and authors.

Comparative literature with reference to English relations. Biblical literature.

In cooperation with the respective departments, Greek and Latin literatures in English versions.

### COMPOSITION.

### GREEK.

The Greek language and literature.

### LATIN.

The Latin language and literature.

### ROMANCE LANGUAGES.

The French language and literature, old and modern.

The Italian language and literature, old and modern.

The Spanish language and literature, old and modern.

### GERMAN.

The German language and literature, old, middle and modern.

## PHILOSOPHY, PSYCHOLOGY AND EDUCATION

### PHILOSOPHY.

The history of philosophic theory.

Logic.

Ethics.

Aesthetics.

## PSYCHOLOGY.

General psychology. Physiological psychology.  
Applied psychology.  
Child study.

## EDUCATION.

The history of the theory and practice of education.  
The principles of education.  
School organization and administration.  
Secondary education. Organization. Methods in special subjects in cooperation with the respective departments.

## HISTORY AND THE SOCIAL SCIENCES

## HISTORY.

Ancient, mediaeval, renaissance, and modern history.  
History of individual races and nations.  
American history.  
Industrial and commercial history.  
Archaeology.

## SOCIOLOGY.

General sociology.  
History of social institutions.  
Political Science.  
Elements of Law.

## ECONOMICS.

General economics.  
Modern economic problems.  
Commerce.  
Elements of money, banking and exchange.  
Economics of business organization and administration.

## MATHEMATICAL AND PHYSICAL SCIENCES

## MATHEMATICS.

Algebra. Solid geometry. Trigonometry.  
Higher commercial mathematics.  
Analytics. Calculus.  
Projective and descriptive geometry. Theory of equations.  
History of mathematics.

## PHYSICS.

General physics.  
Household physics.  
Mechanics.  
Heat. Sound. Light. Magnetism. Electricity.

## GEOLOGY AND GEOGRAPHY.

Elements of geology. Mineralogy. Paleontology.  
Historical geology.  
Physiography.  
Economic geography.

## CHEMISTRY

## CHEMISTRY.

General chemistry.  
Qualitative analysis.  
Organic chemistry.  
Quantitative analysis.  
Advanced inorganic and physical chemistry.  
Applied chemistry—household and sanitary chemistry.  
Physiological chemistry.

## BIOLOGICAL SCIENCES

## BOTANY.

Elementary botany.  
Ecology. Plant physiology.  
Applied botany—horticulture.

## ZOOLOGY.

General zoology. Histology. Embryology.  
Microbiology.  
Human physiology.

## DIETETICS

## DIETETICS.

Food production and manufacture.  
Food preparation—practical and experimental.  
Nutrition (see physiological chemistry, under Chemistry).  
Dietetics.

## HYGIENE AND PHYSICAL' EDUCATION

## HYGIENE AND PHYSICAL EDUCATION.

Personal hygiene.  
Hygiene of childhood.  
School and public hygiene.  
Theory and practice of physical training.  
Athletics and games. Plays and festivals.

## DESIGN IN THE FINE AND APPLIED ARTS

## DESIGN.

General principles of design.

History and principles of architecture, sculpture, painting and decoration.

Domestic architecture and interior decoration.

Costume design.

Landscape gardening.

Photography.

Studio courses in freehand and mechanical drawing, painting and illustration.

Craft-work in textiles (including personal apparel), wood, clay, metal.

## MUSIC

The history of music. Interpretation of music.

Theory of music.—harmony and counterpoint. Composition.

Practical courses in voice—individual and choral singing; in piano, violin and organ.

## TUITION FEES AND RESIDENCE CHARGES

The annual charges for tuition are \$150. Matriculation, laboratory and studio, and graduation fees are additional.

The cost of residence (dormitory, dining hall, and laundry charges) are not yet definitely determined, but a preliminary study shows that the minimum will not exceed \$350 for the regular academic year.

## SCHOLARSHIPS

It is confidently expected that funds will be provided for the foundation of numerous scholarships and of a loan fund to aid able and deserving young women, who lack in part the means to pursue study in Connecticut College.

The scholarships will be, in the main, of two classes: Local scholarships and college scholarships.

### LOCAL SCHOLARSHIPS

LOCAL SCHOLARSHIPS are scholarships instituted and administered by local organizations, as rewards of distinction for the ablest graduates of local secondary schools and as financial help to such as need aid to become students in Connecticut College. Such scholarships already in process of foundation are reported as follows:

The BRISTOL SCHOLARSHIP. A local scholarship, the establishment of which has been undertaken by the Bristol College Club. The fund in hand at present is \$650.

ALICE SAWTELLE RANDALL MEMORIAL SCHOLARSHIP OF HARTFORD. The Hartford College Club has undertaken the foundation of this local scholarship in memory of the late ALICE SAWTELLE RANDALL, the second president of the club. The income of the fund is to be used to help a Hartford girl to get a college education. The fund amounts at the present date to \$1,522.53.

The WINDHAM SCHOLARSHIP. The Women's Club of Willimantic and the Anne Wood Elderkin Chapter of the D. A. R. have undertaken jointly to provide a scholarship tenable by a graduate of the Windham High School.

### COLLEGE SCHOLARSHIPS

COLLEGE SCHOLARSHIPS are tenable by any students enrolled in Connecticut College whose high scholarship and promise warrant the distinction.

The following is reported:

MARY ABBOT MEMORIAL SCHOLARSHIP. In 1912, the Connecticut Women's Council of Education voted to raise \$5,000 to endow a scholarship in Connecticut College. On conference with the State Federation of Women's Clubs they secured the cooperation of the Federation in a plan of establishing by this scholarship a memorial to Mary Abbot, the first president of the Connecticut Women's Council of Education and one of the first advocates of the higher education of women in Connecticut. The organizations contributing to the fund, with the amounts contributed to date, are: Teachers' League, \$272.85; Congress of Mothers, \$50.00; Association of Collegiate Alumnae, \$1,000.00; Federation of Women's Clubs, \$2,318.00; Total, to date, \$3,640.85.



THE BUILDING SITE AND GROUNDS OF CONNECTICUT  
COLLEGE



WILLIAMS STREET. THE APPROACH TO THE WEST ENTRANCE OF THE  
COLLEGE BUILDINGS



VIEW OVER THE CENTRAL SECTION OF THE COLLEGE GROUNDS, LOOKING SOUTH TO NEW LONDON, THE HARBOR, AND THE SOUND; IN THE DISTANCE, EASTERN POINT AND FISHER'S ISLAND

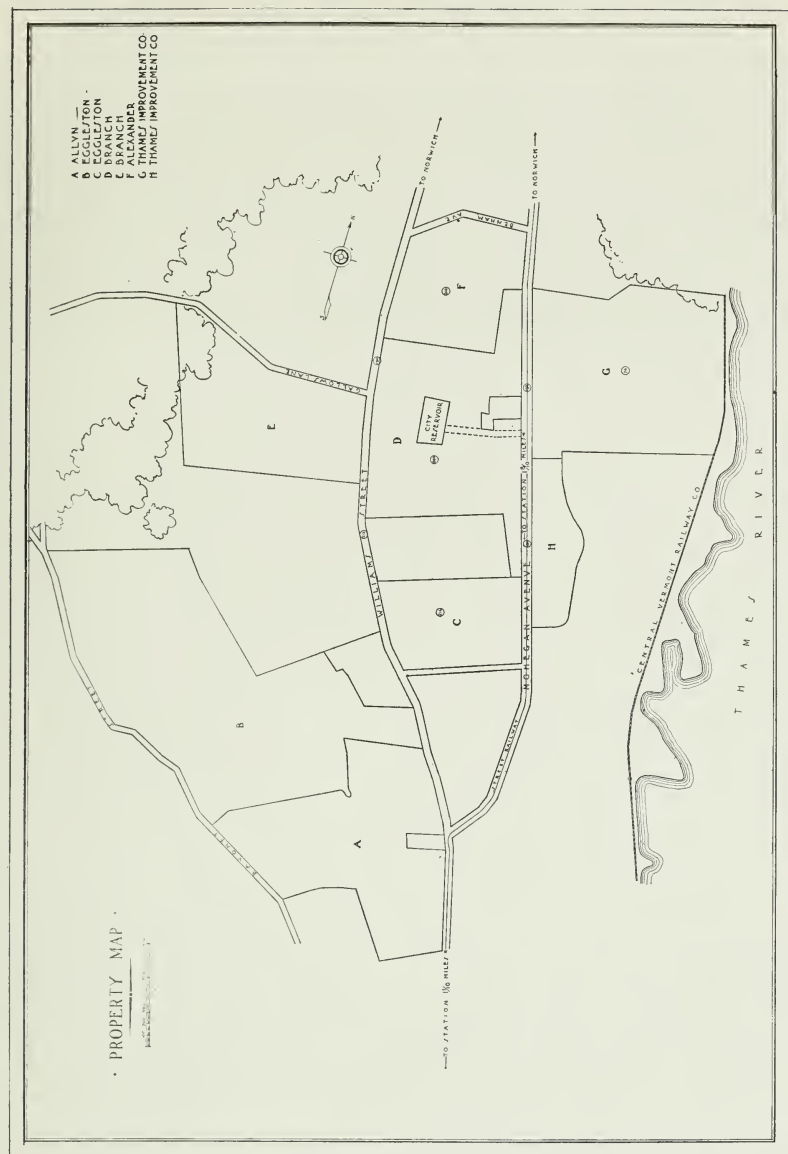
### CONNECTICUT COLLEGE GROUNDS

FOR purposes of description, the parts of the College estate, which comprises three hundred and forty acres in the northern limits of New London, may be distinguished as the CENTRAL, EAST (or RIVER), SOUTHWEST, and WEST sections.

The CENTRAL SECTION (marked C, D, F on the Property Map), about a hundred and ten acres in extent, is a flattened, elongated hilltop, shaped somewhat like the back of the opened hand. The axis of this plateau is north and south, parallel with the Thames and its level from two hundred to two hundred and fifty feet above it. Its east boundary is Mohegan Avenue (with trolley line), its west, the post-road, Williams Street. From this hilltop the view extends unobstructed in every direction—southward, over New London and its harbor, Long Island Sound, Fisher's Island, and the open sea; eastward, over the varying panorama of the Thames, Groton and its Monument, and the pleasant landscape of river farms; northward, to a wooded, hilly country and the upper stretches of the Thames curving among the hills; eastward, over the wooded valley in which lies "Bolleswood," flanked by undulating hills on the western horizon.

This section constitutes the main site of the College, offering large areas for its buildings and campus, and contiguous spaces for playfields and tennis courts.





MAP OF CONNECTICUT COLLEGE GROUNDS



BENHAM AVENUE AND THE THAMES, LOOKING NORTH FROM THE  
CENTRAL SECTION

The EAST or RIVER SECTION, comprising about seventy-five acres, stretches from Mohegan Avenue to the Thames. It is an open, gently sloping hillside, fertile in soil and charming in outlook. It has been suggested that a part might be devoted to a plantation of botanical specimens of trees, shrubs and herbs arranged to secure the effect of a park, which would serve also as a recreation ground and merge into an open stretch sufficient for practice golf. On the river front is a sheltered cove suited for a boathouse. The proximity of the river and the Vermont Central Railway, which passes through



THE RIVER SECTION, BETWEEN MOHEGAN AVENUE AND THE THAMES

the foot of the property, offers, in a corner of this section, the natural location of the College power-house.

The SOUTHWEST SECTION is made up of the Allyn and the Palmer gifts, about one hundred and thirty acres in all, between Williams Street and Bayonet Street. This is a rolling landscape, skirting on its southerly border the settled streets of New London, offering immediate opportunity for gardens and orchards and future prospects of town planning.



THE HEMLOCKS OF "BOLLESWOOD," WESTERN SECTION

The WEST SECTION includes the special piece of woodland, thirteen acres in extent, known as "Bolleswood," the gift of Miss Anna Hempstead Branch, in memory of her grandfather. It is a little wilderness of natural beauty—groves of hemlock and laurel with outcropping rock, ledges, and precipice.

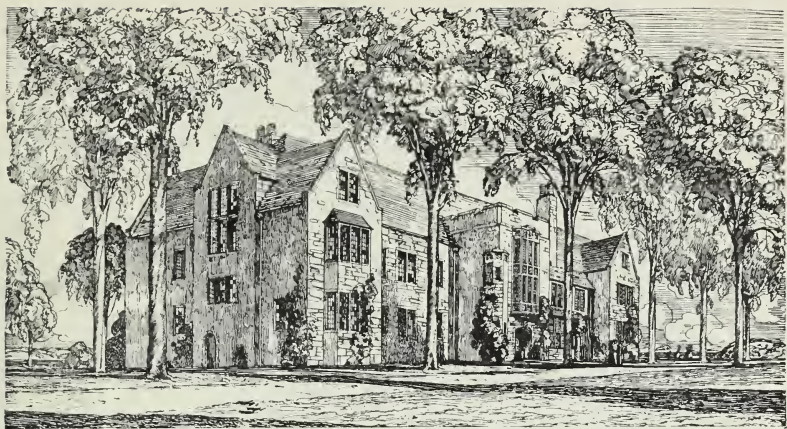
The general accessibility of the estate by good roads and trolley line, the proximity of the city proper, with its churches, library, opera house, and shops, and of the Union Railway Station (New York, New Haven and Hartford R. R. and the Central Vermont R. R.), distant about a mile from the south end of the estate, make the estate as here described, highly suitable in point of convenience.

New London offers the best possible transportation facilities, midway between Boston and New York, a beautiful and healthful environment, and the historical associations of one of the most famous of New England towns.



THE HARBOR, NEW LONDON, SEEN FROM GROTON. (See also p. 22.)





“PLANT HOUSE”—A TYPICAL DORMITORY—NORTH AND WEST ELEVATIONS

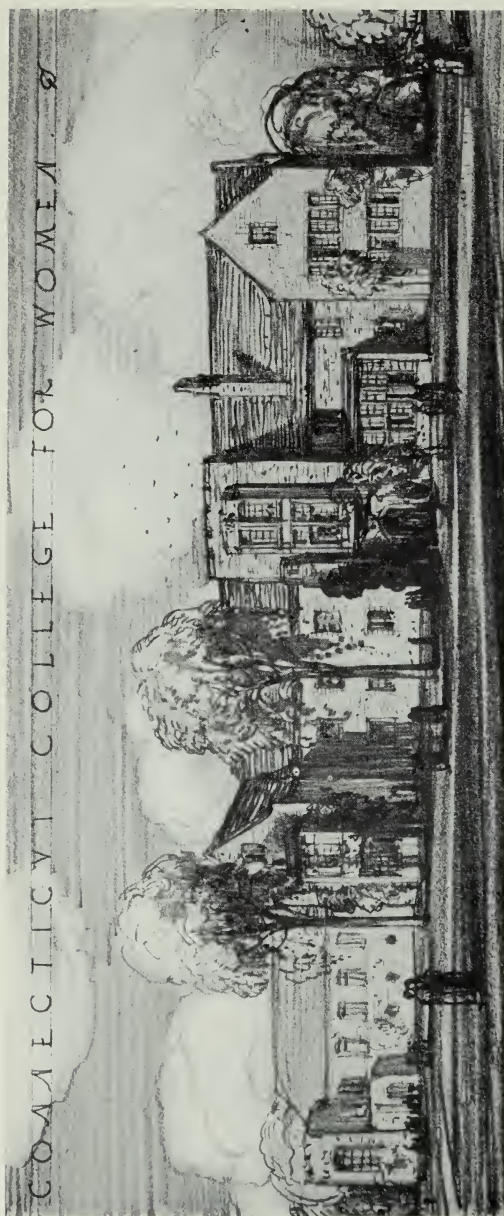
## BUILDING PLANS

A STUDY of the general plan is presented in the frontispiece. This Plot Plan shows the prospective buildings of the institution placed and grouped to meet the demands of efficiency and of beauty, under the conditions imposed by the nature of the site. The controlling ideas under which this plot plan has been evolved are as follows:

The general purpose of the buildings is to house a residence college for women situated in the picturesque and extensive estate. As Connecticut College is the sole college for women in a rich and populous state, in this period of rapidly developing higher education, the plans are proportioned to a college of generous numbers, approximating a thousand students, and capable at need of easy, systematic expansion.

The completion of these plans is contingent on many events and may spread over many years. The steps to their realization must, however, be organic; growth must proceed from a centre outwards, from simple beginnings to the utmost expansion the future may conceivably realize; so that the waste that accompanies unforeseen expansion may be avoided.

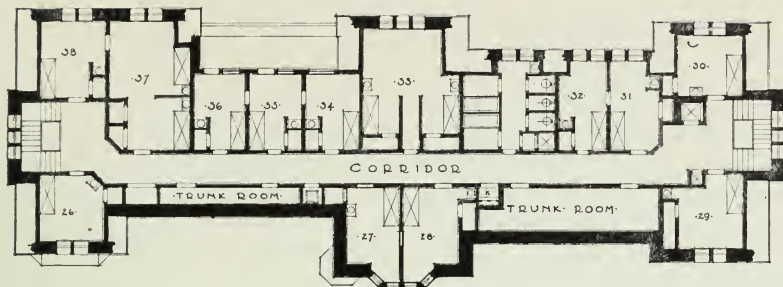
For a college of the proportions indicated, a differentiation of function in its various buildings is essential. The chief differentiation arises out of the two-fold nature of a residence college—its provision for residence and its provision for in-



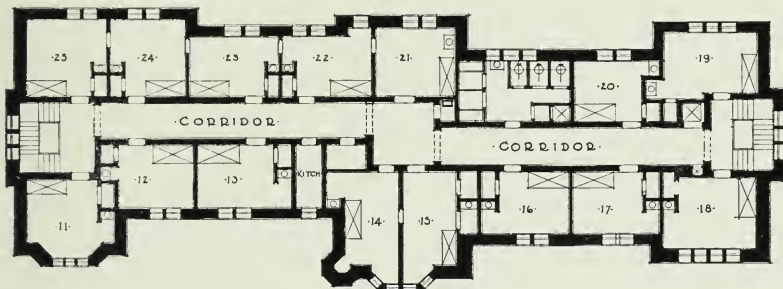
WEST ELEVATION OF "PLANT HOUSE," A TYPICAL DORMITORY UNIT IN THE RESIDENCE GROUP

It contains rooms for forty students and a resident fellow and a resident maid.

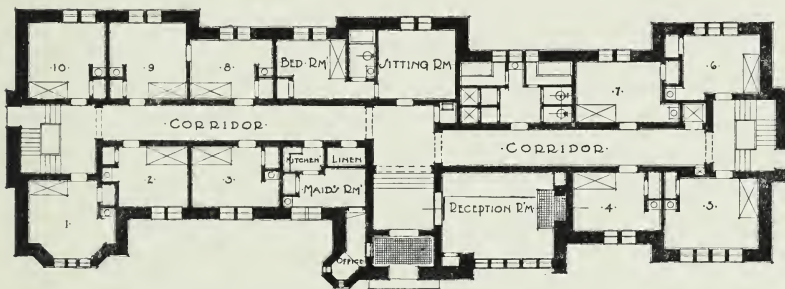
The rear elevation shows a balcony on which three rooms of the third story open. The adjacent building on the left is the Hall or Refectory.



PLAN OF THIRD FLOOR.



PLAN OF SECOND FLOOR.



PLAN OF FIRST FLOOR.

SCALE

FLOOR PLANS OF "PLANT HOUSE," TYPICAL OF THE PLANS OF ALL DORMITORY UNITS



struction and administration. The academic group is naturally the centre of the scheme and comprises the College Hall, the logical centre of all, Library, Convocation Hall and Chapel, Museum, Science buildings and Arts buildings. In convenient proximity to the central group are ranged the residence group and the buildings needed in the athletic and social activities of the students—the Houses (or Dormitories), the Hall (or Refectory), Gymnasium, Union (for clubs and societies), Open-air Theatre, Infirmary, and Faculty House, with adjacent lawns and athletic fields.

The grouping and orientation of these buildings conform to the conditions of the ground and the landscape and ensure the maximum advantages of the site. The flat, elongated hill-top on which the College will rise has a fine outlook in all directions, but the superb views are south to the Sound and east to the Thames. This has naturally determined the two main axes of the plot plan. The longer axis (north and south) follows the line of the plateau; the numerous dormitories parallel with this axis have the maximum exposure to east and west sunlight and the maximum charm of prospect; the line culminates on the south in the dominant college building, the College Hall, which opens on the entrance quadrangle on the north and looks out, to the south, on the College quadrangle and the sea. The shorter axis (east and west) passes through the quadrangle of the entrance court, opening by means of a wide avenue on the prospect of the Thames.

For convenience of communication and economy of maintenance, these various buildings are drawn as closely together as the conditions of lighting and architectural effect permit. Only the power-house is isolated—the proximity of rail and water transportation in the river section of the College grounds makes its location in that section highly advantageous. In the arrangement of buildings so massed, a principle of composition has been followed, to bring together buildings of allied uses, and to give them unity and beauty of relationship by means of quadrangle planning, which has been carried through every part of the design.

The choice of an architectural style in harmony with the plans and purposes of the buildings was determined by many



considerations. That the style should be one style, carried through all the structures, was a natural requirement because of the unity of the institution and for unity of effect. As the outward expression of one of the permanent institutions of civilization, the style had to be of tried and historic value. To be capable of adaptation under new conditions, to buildings of manifold size and function, the style had to be flexible. A residence college especially called for a style that should suggest the charm and beauty of fine social life and yet permit the elaboration and dignity of monumental college buildings. The picturesqueness of the site and its environment made some form of romantic art appropriate. These conditions, it was felt, were best satisfied in the domestic Tudor style, with the associated Collegiate Gothic for certain of the larger edifices. And this style has been adopted for Connecticut College. The material of construction will be native stone.

The architectural style chosen has been put by Mr. Thomas Hardy, on its domestic side, before all—"the manor-house solidly built of stone in the never-to-be-surpassed style of the English country residence—the mullioned and transomed Elizabethan." On its collegiate side, the colleges of Oxford and Cambridge demonstrate the flexibility, beauty, and romantic charm of Tudor architecture in closely massed and varied college buildings.

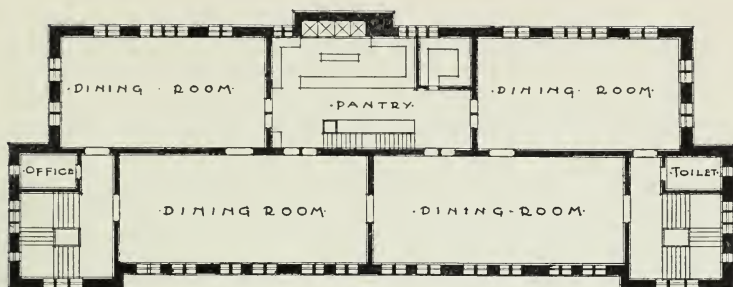
In this style, the architects, Messrs. Ewing and Chappell, have made the designs for the initial group of buildings authorized for construction, elevations of which are reproduced on pages 28, 32, 36. In elucidation of the spirit and intention of their work, they offer the following noteworthy comment:

"The important feature of this style that is most often overlooked is that of texture. For this reason, doubtless, a large number of beautifully built and well-designed Gothic buildings are extremely disappointing in actual execution. The architects feel that where the question of texture is carefully considered the buildings will require practically no ornament, gaining their beauty from the simple masses of the architectural forms themselves and the relation of voids to wall surfaces. To be more specific, it will be noted that all band courses have been omitted. In fact, almost the only horizontal lines are expressed by the window openings themselves. It has been the earnest desire of the designers to escape from the restless quality of much Gothic work. Note the peaceful serenity of the old English manor-houses.

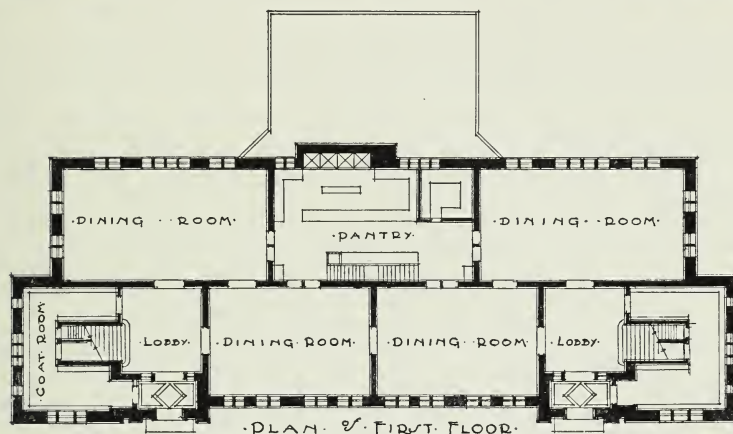


THE HALL OR REFECTORY—WEST ELEVATION

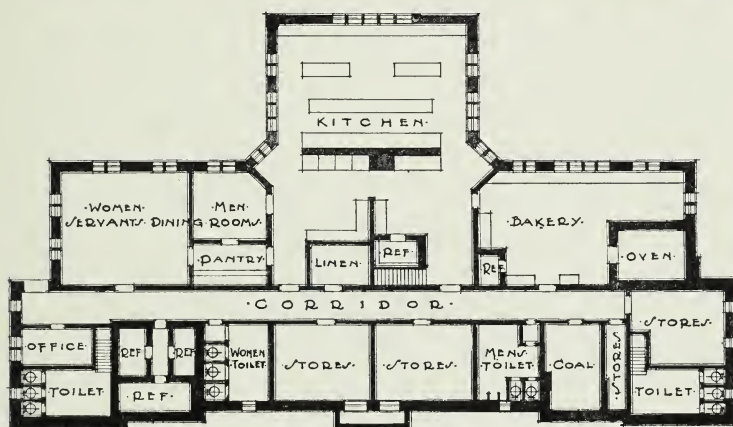
Each floor has four dining-rooms and necessary cloak-rooms. The ground slopes down from the Campus level of the west elevation, affording a basement fully lighted on three sides, in which the domestic offices are placed. The kitchen proper is a one-story extension of the basement, on the east side, connected by dumb-waiters with central service pantries.



PLAN OF SECOND FLOOR.



PLAN OF FIRST FLOOR.



PLAN OF BASEMENT FLOOR.

Scale  
1" = 6'-0"



The quality of the texture will be carried to the roofs as well as to the side walls. The latter will be of local stone, which shades from gray to a warm ivory color, and the former will be covered with a rough-edged slate approximating the thickness of the old English quarry tile.

Of ornament, there will be practically none, though stone-work around windows and arched doorways will be finished to contrast with the rougher texture of the main surfaces. The window openings filled with the delicate tracing of metal casements are relied upon to furnish all the necessary decoration. Where appropriate, over doorways or in similar locations, a bit of rich Gothic carving will be introduced.

A residence college of any size has a special problem to meet of securing the best conditions of college life combined with efficiency and economy of administration. Small dormitories favor valuable elements in college life and have been adopted for Connecticut College. Each HOUSE (or DORMITORY) is designed for about forty students, with quarters for the warden or resident fellow and the resident maid, and a comfortable common room. The minimum provisions approved for a student's room are an area 10 x 14 feet, hot and cold water, closet, central heating, electric lighting and sunny exposure. Combinations of bed-room and study, or (for two students), two rooms and study are possible. The floor plans of a typical house are reproduced on page 29. The grouping of the dormitories in quadrangles will associate the smaller unit with a larger group, without breaking the intimacy and charm of a college home.

Three of these houses, "Plant," "Blackstone" and "Allyn," are authorized for immediate construction.

To avoid the waste, inefficiency, and expense that attend the endless duplication of kitchens in small, self-contained dormitories, the dining-rooms and domestic offices are concentrated in one HALL or REFECTORY. This ensures the best direction of all activities that have to do with the supply, care, preparation and service of food, economy of materials and management, and the full use of the labor-saving machines. The immediate erection of the Hall has been authorized.

The dining-rooms, eight in number, are purposely kept small, corresponding to the dormitory units, and as each dormitory may have its assigned dining-room, the continuity of the residence group can be maintained. The floor plans of the Hall are figured on page 33.

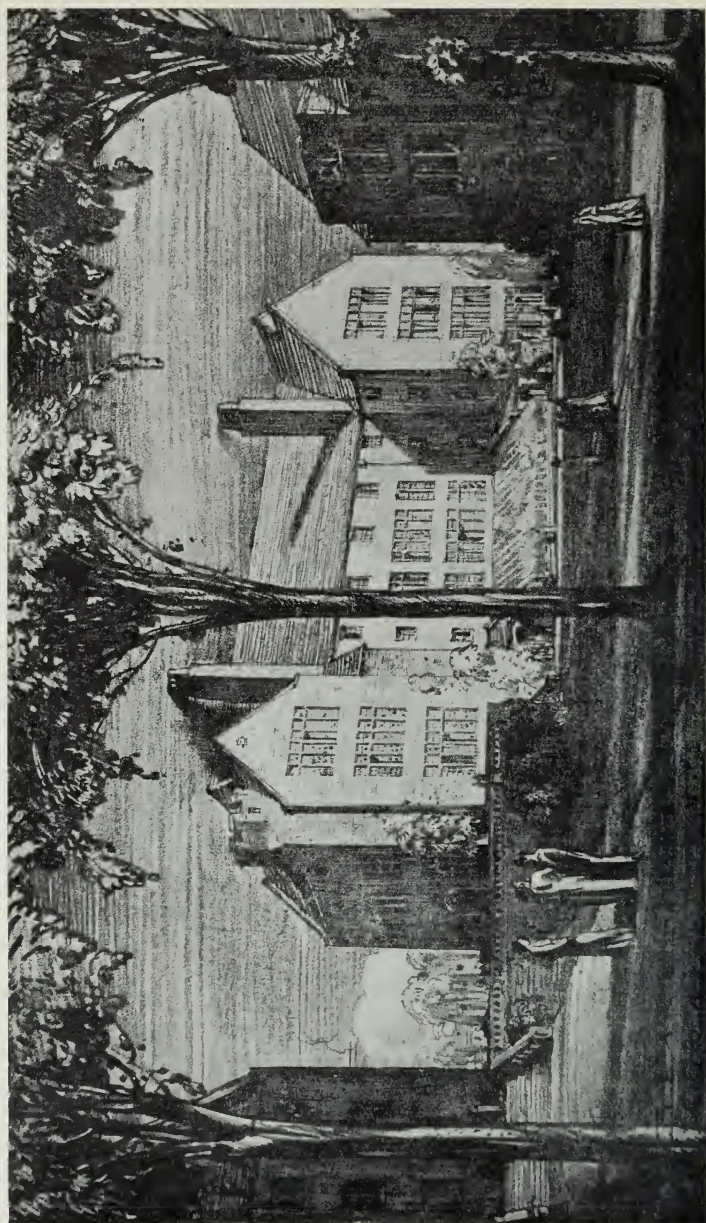
The various dining-rooms will seat about four hundred and twenty-five. Two table-services will double that number. As the full capacity of the Hall will not be needed at the outset, certain rooms will be utilized as social rooms and as lecture rooms for departments not otherwise provided for in the first academic building.

The plan provides also for a FACULTY HOUSE, adjacent to the Hall, affording the officers of instruction and administration suites of rooms according to their needs, with service if desired.

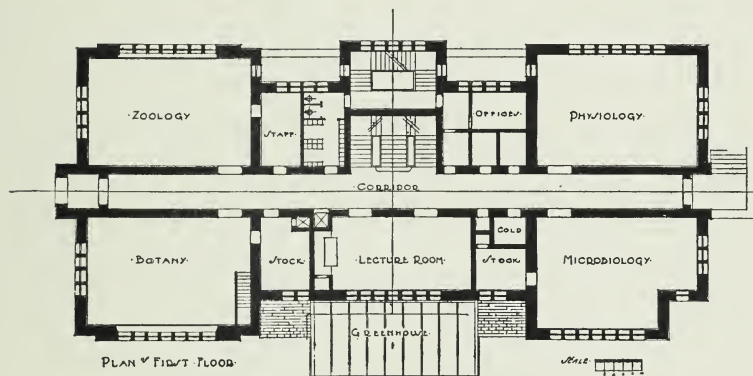
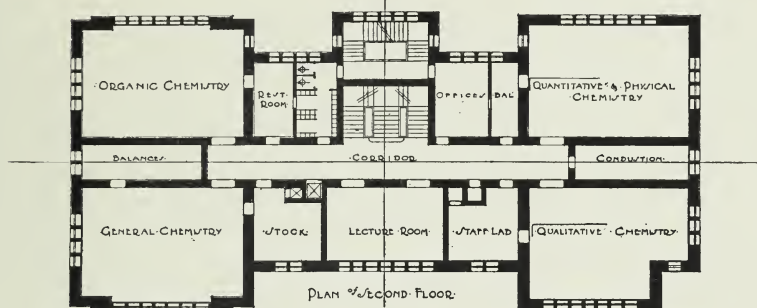
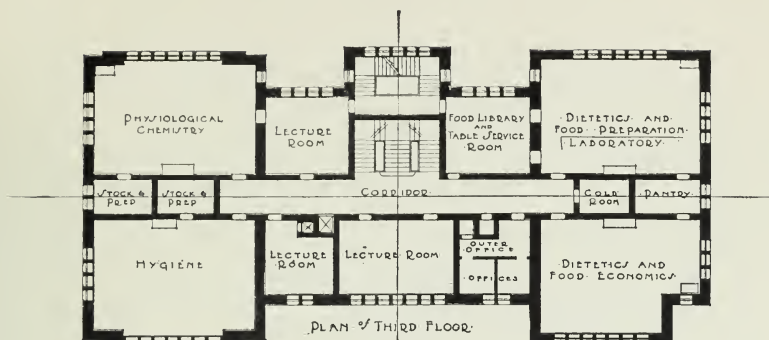
It is hoped that these arrangements, directed by a trained and experienced dean of residence, will result in agreeable, healthful, and economical living conditions.

The first academic building authorized for immediate construction is a SCIENCE HALL, making permanent provision for laboratories and lecture rooms for the biological sciences, chemistry, and applied sciences of hygiene and dietetics, and temporary provision for other departments and for general administrative offices and library. The main floor plans are given on page 37. The basement floor is reserved for temporary college uses.

The five buildings that form the initial group will be completed in time for the opening of the College in September, 1915, and will be adequate to the needs of the College at the outset. They form a contiguous group and permit a permanent development of the adjacent roads, lawns, and plantations.



THE SCIENCE HALL—SOUTH ELEVATION



SCIENCE HALL—MAIN FLOOR PLANS



## TREASURER'S STATEMENT

### FUNDS OF CONNECTICUT COLLEGE

The funds of Connecticut College at this date have been contributed by individual subscriptions, by societies, and by the corporation of the City of New London. The aggregate of these benefactions of money and securities at this time is \$1,184,259.58:

Subscriptions of societies and individuals paid.....	\$ 134,259.58
M.F. PLANT ENDOWMENT FUND, for maintenance, gift of the Hon. MORTON F. PLANT, Chairman of the Board of Trustees.....	1,000,000.00
Gift of the Corporation of the City of New London.....	50,000.00

The income from investments, interest and rents has covered all running expenses to date and supplied a substantial balance.

The present balance sheet, after providing for the purchase of the College estate, shows the funds to stand:

M. F. Plant endowment (bonds).....	\$1,000,000.00
Other bonds.....	16,427.50
Cash in banks.....	65,740.77
	<u>\$1,082,168.27</u>

### REAL PROPERTY INCLUDED IN THE SITE AND GROUNDS OF CONNECTICUT COLLEGE

Included in the estate are the following:

	ACRES
Allyn land, gift of MRS. HARRIET U. ALLYN.....	49.50
Eggleston estate (in part), purchase.....	24.25
Eggleston estate (in part), gift of FRANK L. PALMER.....	80.00
Alexander farm, purchase.....	69.75
Thames River property, purchase.....	75.75
Branch estate (in part), purchase.....	26.65
"Bolleswood," Branch estate (in part), gift of MISS ANNA HEMP- STEAD BRANCH.....	13.35
Total acreage.....	<u>339.25</u>

The total expenditure incurred in the acquisition of these properties is \$221,750.

Of this amount, all except \$50,000, remaining on mortgage at low interest, has been defrayed from the funds of the College.



## NEEDS OF CONNECTICUT COLLEGE

The Trustees of Connecticut College, acting in behalf of the public, in response to an imperative demand for new and better facilities for the higher education of women, particularly in the State of Connecticut, have undertaken to establish in Connecticut College, a college for women, of the first class and of widest possible scope. They ask such a measure of public support as will ensure for the College buildings and equipment in keeping with the resources of the people of Connecticut and the greatness of the interests which the College is founded to promote.

## BUILDINGS UNDER WAY WITH APPROXIMATE COST:

First College Building (Science Hall).....	\$110,000
Refectory (and Lecture Hall).....	80,000
Dormitories—three units, each for forty students, “Plant,” “Blackstone,” and “Allyn”.....	150,000
Two dormitories, “Plant” and “Blackstone” are the gift of the Hon. Morton F. Plant.	

**The completion of these buildings will require all the money the College has now or is assured of, except its endowment, which is available only for maintenance.**

## STATEMENT OF NEEDS

## BUILDINGS

To provide the requisite facilities for the work of instruction and to house the students and faculty, it will be necessary, year by year, steadily to carry out an extensive program of building. The following represents the estimated needs of the institution:—

1914-16.	College Hall (Humanities and Social sciences) . . .	\$250,000
	Dormitories.....	150,000
	Power-house.....	100,000
1915-17.	Fine and Applied Arts Building.....	125,000
	Gymnasium.....	75,000
	Dormitories.....	150,000
	Faculty Residence.....	65,000
1916-18.	Library Building.....	125,000
	Education Building.....	100,000
	Music Building.....	75,000
	Dormitories.....	150,000

To these should be added Convocation Hall and Chapel, Union, Museum, Boathouse.

### GROUNDS

The development of the estate, roads, plantations, botanical, flower and vegetable gardens and farm buildings, will require considerable funds.

### ENDOWMENT

The endowment fund, the income of which is used for the general purposes of the College, is one of the most helpful forms of benefaction. The increase of this endowment will ensure the growth of the College and the development of its instruction.

### LIBRARY

An adequate collection of books is a first requisite of a College. The Library will require a preliminary expenditure, helped out by gifts of books now being received, of \$10,000. The adequate endowment of the Library Fund is a prime necessity.

### PROFESSORSHIPS AND LECTURESHIPS

These furnish helpful forms of specific endowment.

### SCHOLARSHIPS AND LOAN FUND

Special local scholarships to help able but needy students of local secondary schools to enter Connecticut College.

College scholarships and prizes open to all students of the College.

A loan fund by which financial help can be lent to students of promise at low rate of interest.

The present era shows an immense change and development in women's occupations, responsibilities, and opportunities. The means by which women can enter high up in the work of the present world and function powerfully therein is education. At the present time no single institution is so much needed and none can contribute so much to the welfare of the race as an efficient College for Women.

The foundation of Connecticut College offers, therefore, an opportunity for practical and enduring beneficence.



UNIVERSITY OF ILLINOIS-URBANA



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